

Food Culture And Its Sources For Gifted Students In The Intermediate Stage In Najran Region, Kingdom Of Saudi Arabia

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Abstract

The current research aimed to reveal the reality of nutritional culture and its sources among talented female students at the intermediate stage in Najran region. The data of the research were collected using the interview guide by conducting semi-regulated in-depth interviews with 30 talented students who were enrolled and constantly attending the Gifted Center in Najran, their ages ranged between 13-15 years. The data were collected using the interview guide by conducting semi-structured in-depth interviews during the months of September and October 2021 AD, and using the qualitative approach in analyzing the data. The most important results of the research were concluded: that the vast majority did not mention water as a main component of food, and that the majority did not consider fats and carbohydrates within healthy food. There is also a confusion between food groups and nutrients, and that the majority of participants know the names of some mineral salts and vitamins that are frequent in daily life regardless of whether they belong to any group, and the majority of participants are aware of one function and one food source for each vitamin and mineral salt under study, in While all participants do not know the symptoms of its increase, while the majority do not know omega 3, and that the causes leading to obesity from the participants' point of view are excessive eating, fast food and soft drinks, genetic factors and lack of physical activity. As for the damages of obesity, the most important psychological damages, and for prevention methods and treatment of obesity, the participants mentioned healthy eating and not overeating. The participants attributed the anemia disease to iron deficiency or lack of vitamin B12 or vitamin C in the meal only, and that the damages of anemia were constant fatigue and exhaustion and the inability to carry out routine daily tasks. As for methods of prevention and treatment of anemia, the answer was to eat foods containing iron, vitamin B12 and vitamin C. As for the nutritional habits of the participants, it became clear that most of them depend on eating breakfast from the school canteen, and that more than a third of the participants eat fruits and vegetables once a week, while the majority consume soft drinks and fast food daily, while a third of the participants eat dinner. The nutritional information showed that the mother ranked first, followed by social networking sites, while television came in the third place, while the academic courses came in the fourth place, followed by personal experience, while the sisters were in the sixth place, while friends were in the seventh place, then relatives, while no nutritionist participation or courses in nutrition were mentioned, and the results were discussed and in light of this, a total of A set of recommendations and proposed research.

Keywords: food culture, nutritional information sources, talents.

I. Introduction

The rapid technological and cognitive development is a feature of this age, where the world has become a small village, and the value of natural resources has decreased in relation to the value of the human mind. Therefore, human development is a national

necessity as it means preparing and preparing qualified human elements capable of keeping pace with global development and progress, and this can be achieved by taking advantage of the high capabilities possessed by the talented. The talented are one of the most important sources of wealth and power in the present and the future of society, as

they represent the pinnacle of creativity in the human forces of society, which necessitates taking care of the talented, taking care of them, and investing their creative energies as a civilized necessity for competition between societies. A good investment of these creative mental energies, nurturing and directing them, and thus the talented are the main axis and the tool for development and its goals together, and they cannot achieve better rates of development and production without the availability of an efficient system for preparing these talents, training and nurturing them [1]. Therefore, officials and specialists must work to understand the nature of children necessary to determine their abilities, aptitudes and talents, and then provide the necessary educational and training programs to develop, invest and benefit from them; Where those abilities and talents are often found in children as willingness, potential energy and potential, which may grow and crystallize with their growth throughout their life stages if the appropriate environmental conditions and factors are available for their development and realization in the form of actual production (may be innovative) in their field. The abilities and talents of these children are being eroded; Hence, its benefit is lost on both the individual and society [2]. The Kingdom of Saudi Arabia is one of the Gulf countries that has taken care of the gifted and talented since 1389. The King Abdul Aziz and His Companions Foundation for the Gifted focuses more broadly on the gifted in the early age stages, and the Ministry of Education believes in the importance of caring for the gifted, an order was issued to establish a center for the gifted in each educational department [3] mentioned that talent is a willingness that the Creator, Glory be to Him, grants to a small group of His servants, who, if they find care and care, enables them to excel and excel in an extraordinary way in the field of the learned, the virtuous and the most virtuous. Opinions differed about determining talent, while some scholars and researchers emphasize superiority in talent, others emphasize superiority in performance, and some search for manifestations of talent in measured intelligence, while others search for it in a variety of human abilities, but scholars and specialists agreed On the importance of detecting and nurturing the gifted at an early age so that they can exploit as much as possible of their abilities, and that they need to create all the factors that affect them in terms of health, psychological and social. Proper nutrition is the basis of the health structure of the gifted, and it is one of the most important factors affecting his health and extends its influence in shaping and directing moral and social behavior, mental formation, building

personality and preventing diseases [4]. Positive participation, in contrast to improper nutrition, leads to rapid fatigue, weak stamina, inability to pay attention for a long time, imprinting and lethargy [5-6] emphasize that good nutrition for children can determine their quality of life in the future, improve their ability to learn, stimulate their immune systems, raise their energy levels, and all aspects of their daily lives during childhood and into adulthood, and when we talk about food and proper nutrition, we do not mean getting rid of hunger or feeling satisfied with food, or eating a lot of food, but by that we mean the body's obtaining all the nutrients it needs for growth, and thus proper nutrition is concerned with the individual's knowledge of food, its sources and elements and its suitability to achieve The needs of his body and his knowledge of the correct bases for choosing and forming diets and his knowledge of food sources and types [7]. Therefore, improving nutrition in children and adolescents is of great importance to human development and the realization of human rights, as stated in the documents of each of: The Second International Conference concerned with nutrition, sustainable development goals, and the challenge of eradicating hunger. The importance is increasing for gifted children and adolescents, as studies have shown the presence of many nutrients that affect the gifted. The results of Gordon's study [8] show that iron deficiency can affect brain cells and neurons, leading to brain damage or lack of oxygen. The study of Pollitt et al [9] indicated that brain functions can be affected by the nutritional status and method of feeding the child in infancy, early and late childhood, and then on academic achievement, mental and behavioral skills and physical activity, and iodine deficiency leads to serious complications in brain functions in the fetus [10]. Among the nutrients that have a clear impact on the child's mentality and inclinations, is the B complex vitamin, especially B1, which plays an important role in maintaining health, nerves, the ability to pay attention, focus and acquire knowledge, and reduces fatigue [11]. Therefore, a person's knowledge of his daily food and the nutrients it provides him with necessary for the nutritional processes, which enter his body in the form of millions of molecules and interact through endless representative paths until they become part of it, can direct his nutritional behavior for the better in a way that guarantees him the maximum possible benefit. A balanced, complete natural food is a basis for health and growth and to raise the mental, psychological, social, sports, emotional and emotional state of the individual in general, and for the gifted in particular [12]. Ignorance of the basic principles of nutrition is a major reason

for the occurrence of many malnutrition diseases, as malnutrition is not due to the lack of economic resources only, but to the poverty of knowledge and information necessary for the nutritional needs of individuals [7]. In addition, most diseases are caused by improper nutrition and bad eating habits that cause the conversion of good nutrients in food and drinks to inferior substances that cause diseases [13], therefore, the physical ability or the provision of food is not enough to obtain good health, but the availability of nutritional culture is important to know how the body obtains the appropriate nutrients for it without negligence or excessive, as well as preserving these elements from loss during preparation and cooking. Therefore, food culture is one of the important necessities to ensure the health of Children and their healthy development by learning the skills of preparing and preserving food well [14]. Attention must be paid to inculcating food culture and good food habits in the child, while learning the principles of nutrition for students and the importance of applying those principles in the future [15]. In this regard, the study of Bin Smaisha [16] recommended the need to pay attention to developing programs for food culture among primary school students. While the study [17] recommended paying attention to spreading health and nutritional culture among the segments of society through modern means and satellite channels, as well as urging the introduction of Awareness of health and nutrition within the school curricula and abstaining from eating ready-made food and soft drinks and replacing them with fresh food and fruits, especially in our time when the trend has become to eat fast foods, especially among university students. What increases the importance of developing nutritional awareness in general and food culture in particular is what is imposed by the requirements of the speed of economic and social changes that Saudi society is witnessing; Which was accompanied by some problems related to patterns of food consumption and eating habits in society [18] and that the food habits that are inherited by the individual and passed down from generation to generation are not always correct, so they must be developed to improve the nutritional level and thus the health level. Therefore, getting to know the reality of the nutritional culture of school students in general and gifted students in particular is very important. Because female students are today's girls and future mothers to whom the education of future generations is attributed, and the talented among them will be an icon of creativity, production, innovation and knowledge for their children and their country. Knowing the reality of food culture

and the sources of that culture is considered the cornerstone of any program that aims to improve their nutritional status, and in light of the lack of research Arabic - within the limits of the researcher's knowledge - the idea of the current study, which seeks to identify the food culture and its sources for the talented in the middle stage in the Najran region, came through this research, due to the importance of this knowledge and disclosure to officials and researchers in this field to determine the extent to which this category needs awareness programs for food culture.

2. Research problem

A balanced diet affects the quantity and quality of the individual's behavior, and the course of his natural growth; These metabolites become building blocks for later cognitive-emotional activity. Cognitive growth and mental development are affected in childhood by internal and external factors, and proper nutrition is one of the most important factors that activate the child's intellectual activity and contribute to the development of his abilities to learn and cognitive achievement [19-20]. In this regard, many studies have confirmed the existence of a relationship between some nutrients and the growth of intelligence abilities, brain development and cognitive functions, and these nutrients are iron, iodine, B12, zinc, vitamin C, folic acid and essential fatty acids, in addition, there are many problems that affect nutritional health negatively affects talent development and educational excellence, including malnutrition, eating disorders, insufficient nutrients, and poor eating habits [21]. A decrease in the quantity and quality of food, or an increase in it from the normal rate, leads to an individual suffering from malnutrition diseases, which leads to a decrease in the effectiveness of performance [22]. The study of Mendez and Adair [23] found that Malnutrition during infancy or early childhood severely affects cognitive development [24] also indicated that the lack of food or nutritional disorders does not result in physical effects only, but goes beyond that and leaves deep psychological and cognitive effects, the most important of which are lack of ability to focus, memory disorder, lack of attention, lack of motivation and speed of feeling tired, anxiety, mood disturbance, nervousness, depression and pessimism [25] identified the adverse effects of iron deficiency to include low growth rate, poor cognitive achievements in schoolchildren, poor pregnancy outcomes, and reduced work capacity in adults [26] that essential fatty acids contribute to improved performance, which was associated with intelligence, while cholesterol intake was

associated with decreased performance [27] added that the contents of the meal and the type of food enhance the cognitive and behavioral abilities of the gifted, as eating breakfast was positively associated with academic achievement and improved mental performance. As it was shown from the study of that there are factors that contribute to the spread of malnutrition among the Saudi society, The study of [28] revealed the presence of some bad eating habits, such as irregular meals during the day and some neglecting breakfast. The prevalence of obesity was 11.5 and overweight was 18.8 among university students in Riyadh. the most important of which are the bad eating habits resulting from the lack of diversity in the types of foods eaten. Studies have indicated that female adolescents are most susceptible to eating disorders, as the prevalence of anorexia nervosa is 0.5% of female adolescents with these disorders, and among males 0.05%, the prevalence of bulimia nervosa in females is (3:1) In males 0.02 [29], and it may lead to death in those who suffer from it, it was found that anorexia nervosa led to high rates of death amounting to between 10-15% of patients, due to either Nutrition, or other medical effects resulting from eating disorders, as well as huge numbers of people dying by suicide [30]. Several studies in this context have confirmed the existence of wrong eating habits and behaviors and a lack of nutritional information. Among these studies is a study witnessed by [31-32], which emphasized the low nutritional awareness of schoolchildren. Some studies, such as the study of: [33-36] that the incidence of diseases is the result of a lack of culture. Food awareness and food awareness among individuals. These studies recommended the need to work on spreading food culture and developing nutritional awareness among members of society. The study [37] A study recommended the necessity of paying attention to nutritional awareness development programs based on the integration of school subjects, and the importance of including food topics and healthy food behaviors to a greater extent in the different curricula. Therefore, the nutritional culture of the family is considered a major pillar of preventive medicine and a basic pillar of health safety for all ages, especially the early age, which is the stage in which the body is affected by food, its quantity and quality, and any deficiency in balanced diets is negatively reflected on health and growth [38]. Each individual in general, and the gifted in particular, must have knowledge of foodstuffs, their types, ingredients and required quantities, the benefits of each type and its necessity for health, the problems arising from its increase or deficiency, the nutritional sources of each type, and

the optimal way to benefit from it. Gifted students need special attention. Because they are expected to take responsibility in high-level management positions in the future, and therefore the factors that can play an important role in their health and psychological condition must be identified and strengthened if they are in the positive direction, or try to treat or eliminate them if they are in the negative direction [39], as they are talented and, in their teens, now, food and nutrition affect their minds and bodies at this stage, and on the other hand, they will become leaders and mothers of the future generation and thus be the source of nutritional information for those around them, so it is necessary that they have nutritional information. Also, their eating habits and behaviors are positive to benefit themselves and their children. By knowing the sources of their nutritional information currently, these sources can be provided with correct and useful information that provides the appropriate awareness and necessary for the development of their nutritional culture, and since the talented middle school students represent an important and large sector of gifted students, so the information should be communicated to them in the way they prefer, and the study of [40] recommended The necessity of paying attention to the means of public education such as media, lectures and seminars to spread food culture, especially for female students. From the foregoing, it becomes clear the need to conduct this research, which is to reveal the reality of food culture and its sources among talented students in the middle school in Najran region. From the foregoing, it becomes clear to us that there are no studies that dealt with the variables of the study, and accordingly, the problem of the study can be formulated in the following main question:

What is the reality of food culture and its sources among talented middle school students in Najran region?

The following sub-questions derive from this question:

- What are the components of healthy food?
- What are the types of mineral salts?
- What are the functions and symptoms of deficiency and excess and dietary sources of iron?
- What are the functions and symptoms of deficiency and excess and food sources of calcium?
- What are the functions and symptoms of deficiency, excess and food sources of magnesium?
- What are the functions and symptoms of deficiency and excess and dietary sources of zinc?
- What are the types of vitamins?

- What are the functions and symptoms of deficiency and excess and food sources of vitamin A?
- What are the functions and symptoms of deficiency and excess and food sources of vitamin B12?
- What are the functions and symptoms of deficiency and excess and food sources of vitamin C?
- What are the functions and symptoms of deficiency and excess and food sources of vitamin D?
- What are the functions and food sources of omega-3 for the body?
- What are the causes and damages of malnutrition diseases such as (obesity - anemia)?
- What are the methods of treatment and prevention of malnutrition diseases such as (obesity - anemia)?
- What are your daily eating habits? (Eating breakfast before going to school - eating vegetables and fruits - drinking soft drinks - eating quick homework - eating dinner?)
- What sources do you get your nutritional information from?

3. Research aims

The research aims mainly to reveal the reality of food culture and its sources among talented female students in the intermediate stage in the Najran region. The importance of the research: The importance of the current research lies in the theoretical and practical importance as follows:

3.1. First, the theoretical importance

- The talented category is one of the most important categories of society, the human wealth that is considered the beacon of hope for every society that wants to have a history and have a clear contribution to the progress of human civilization.
- The Kingdom of Saudi Arabia works on the care and development of the gifted, and proper nutrition is one of the aspects of care.
- Lack of research - within the limits of the researcher's knowledge - that dealt with food culture and its sources for talented people.
- Knowing the areas of deficiency in the nutritional culture of talented people and working to provide them.
- Spreading the culture of healthy and balanced food among the students.

3.2. The practical aspect

- It comes within the framework of the growing interest in the health of current and future generations, as the student, when she is in good

health, benefits herself now and gives birth to healthy children in the future.

- The results of the current research benefit those responsible for the talented in preparing programs for food culture.
- Benefiting from the results of the current research in developing other studies concerned with the nutritional culture of the gifted
- Disclose the sources that talented people resort to to provide nutritional information and thus help officials to provide these sources with the correct nutritional information.

4. Research limits

The current research was limited to the following limits:

- Objective limits: nutritional culture and its sources for talented female students in Najran region.
- Human limits: talented female students in Najran region.
- Time limits: The research was applied in the first semester of 1443 AD.
- Spatial limits: Center for the Gifted in Najran Region, Kingdom of Saudi Arabia.

5. Research terms

- Food culture: It is the process of teaching nutrition science to individuals or groups in the community, or facilitating the long-term process of nutritional care, in order to develop and develop permanent behavioral changes in food patterns [41]. It is the translation of health facts in the field of nutrition into patterns Sound behavior at the level of the individual and society, using educational and propaganda methods [42].
- It is procedurally defined as: the nutritional information, habits and behaviors of gifted students that enable them to know the components of food, its sources and functions, the damages of deficiency or excess of nutrients, types, causes and methods of preventing malnutrition diseases.

6. Sources for obtaining nutritional information

They are the means that facilitate the dissemination of nutritional awareness and the delivery of nutritional concepts to various sectors of society, including radio, television, magazines, commercial advertisements, family, home economics in the stages of public education, scientific books, seminars, lectures and training courses [43]. It can be defined procedurally: it is any source that talents refer to to obtain nutritional information.

7. The gifted

The definition that is widely accepted in the media of researchers is the definition adopted by the American Bureau of Education. The definition states that gifted and talented children are those who are identified and recognized by qualified, highly qualified professionals who are capable of high performance. They are the children who need different educational programs and additional services to the regular educational programs provided to them at school in order to achieve their contributions to themselves and society [44]. Children who are capable of high performance include those who demonstrate high achievement or potential and abilities in the following areas, individually or in combination.

- General mental ability.
- Specific collection capabilities.
- Creativity or productive thinking.
- Leadership ability.
- Visual and performing arts.
- Self-motor ability [45]

However, the American Bureau of Education deleted the psychomotor ability in its review of the previous definition, contenting itself with the first five abilities. They can be defined procedurally as the students classified as gifted in the intermediate stage by the Education Department in Najran Region.

8. Theoretical framework and previous studies

8.1. Food culture

It is defined as a set of activities that aim to change the practices and habits of a group of individuals to contribute to improving their nutritional status [46]. It is also defined by [47] as a set of information, behaviors and trends that lead the individual to think about what he eats and choose foods that are integrated with nutrients and appropriate to the needs of his body and shape his behavior towards following healthy food behaviors and avoiding wrong behaviors or modifying them in a way that preserves the safety of the body. Food culture is the translation of health facts in the field of nutrition into sound behavioral patterns at the individual and community level, using educational and propaganda methods by teaching the individual how to protect himself from diseases and malnutrition problems, and changing the ideas and behavior of individuals with regard to food, with a focus on child food and hygiene. Food, changing wrong habits and encouraging healthy habits, providing community members with crisis experiences with the aim of influencing their information and attitudes regarding health and nutrition in a positive way [48] Malnutrition

diseases (obesity, anemia) as well as some food habits prevalent among gifted women. Functions and symptoms of deficiency or excess and nutritional sources of some nutrients. Examples of some mineral salts and vitamins and the sources in which there are functions and symptoms of deficiencies and excess of them [49-52].

8.2. First: Mineral salts, including

1- Calcium: It is found in salmon, canned sardines, green leafy vegetables, dried fruits, poison, flaxseed oil, dairy and its products. Its function: skeletal formation, aiding in blood clotting, improving the permeability of cell membranes, regulating muscle contraction, transmitting nerve stimuli and activating enzymes, calming the nerves and maintaining the internal balance between alkalis and acids, and its deficiency symptoms are brittle nails, insomnia, rickets in children, spasticity, osteoporosis The most common symptoms of excess are calcification of the heart and kidneys, impeding the absorption of some other minerals such as zinc and iron, memory deficiency, and constipation.

2- Magnesium: It is found in green vegetables, legumes, nuts, whole grains, and potatoes. Its function is the formation of bones and teeth, the transmission of nerve signals, it is involved in the installation of enzymes that affect the building and demolition functions of protein and carbohydrates, it is involved in the synthesis of nucleic acids and affects the functions of the heart muscle, symptoms of its deficiency are convulsions and heart rhythm disturbances, paresthesia (a feeling of numbness or ants) and excessive Irritability and swelling of the skin, the symptoms of an increase in it are: feeling of nausea and vomiting, slowing of nerve reactions, cardiac arrest, and disturbance of breathing functions.

3- Iron: It is found in blackstrap molasses, red meat, liver, eggs, tuna, sardines, green leafy vegetables, eggplant, beans, whole-skinned grains, and dried fruits. Its function is: it is involved in the composition of red blood cells and living cells of muscles and various tissues helps release energy, helps to manufacture substances that transmit impulses from one nerve cell to another, and to manufacture collagen. The symptoms of its deficiency are: anemia, difficulty breathing, dry and pale skin, digestive disorders, fragility, flat nails, inflammation and painful cracks in the corners of the mouth, delay Mental development Loss of appetite and difficulty swallowing, and the symptoms of an increase in it are: Iron accumulation in tissues and muscles, which leads to the production of free cracks, damage to the

heart, heart failure, gonads and pancreas, and then diabetes.

4- Zinc: It is found in: meat, liver, eggs, shellfish and fish. It is also found in lesser proportions in legumes, grains, wheat germ oil and nuts. Its function is: Activates the work of more than 200 enzymes. It helps in the manufacture of proteins, genetic material, proper growth and growth of the skeletal system and hair. It is involved in the taste process. It helps in the activity of hormones and reproduction and is important for the prostate, reproductive system and milk production. Activates the immune system, necessary for the production of insulin. Protects the liver from the dangers of chemicals and extracting vitamin A from the liver, and the most common deficiency is lack of proper growth (dwarfism) - failure to heal wounds. - Anorexia. Skin changes. Changes in the immune system. And a decrease in insulin secretion and the movement of the vitamin that protects the liver, and the symptoms of an increase in it are: deficiency of copper absorption, immunity and (HDL) and iron dysfunction, diarrhea, dizziness, drowsiness.

8.2. Secondly, vitamins include:

1- Vitamin A: It is found in carrots, potatoes, cantaloupe, spinach, apricots, broccoli, full-fat milk, cheese, liver, cod liver oil, and its function is to maintain vision, growth and renewal of cells, integrity of the skin and epithelial cells, strengthening the immune system, and protecting against vascular diseases, heart and cancer. And reduce the risk of eye infection with cataracts. It also enters into the formation of bones and teeth. The symptoms of its deficiency are: night blindness, skin inflammation and roughness, slow growth in children, osteomalacia, weak tooth formation, dry eyes, and symptoms of an increase in it are nausea, headache, bone pain, darkening of vision and cracking of the skin, hair loss, bone pain and making More susceptible to fracture and enlargement of the liver and spleen.

2- Vitamin D: It is found in egg yolk, butter, ghee, cream, cheese, fatty fish, crustaceans (the vitamin is made in the body when exposed to sunlight), and its function is: necessary for the absorption of calcium and phosphorous, maintains the level of amino acids in the blood, maintain at the phosphate level, it helps produce some hormones such as insulin and has a role in the ability of nerves to deliver nerve signals to muscles. The most common symptoms of its deficiency are: general weakness with muscle relaxation. Symptoms specific to children such as delayed growth and closure of the fontanelle bones, the emergence of teeth and the frontal bones of the

head, swelling and swelling of the end of the long bones at the joints, loss of hearing. Symptoms of an increase in it are: loss of appetite, thirst, diarrhea, vomiting, profuse urine, dizziness and emaciation, and an increase in calcium and phosphorous levels in the blood.

3- Vitamin B12: It is found in meat, chicken, fish, liver, crustaceans, eggs, and milk. It is necessary for the metabolism of carbohydrates, fats and proteins and for the synthesis of red blood cells and helps maintain the health and integrity of the nervous system and the synthesis and transport of mono-carbon groups. And the symptoms of its deficiency are pernicious anemia, nerve marrow defects, general weakness and stress.

4- Vitamin C: It is found in citrus fruits, guava, kiwi fruits, green leafy vegetables and many fruits, and its function is to manufacture collagen, the safety of the immune system, it acts as an antioxidant, it enters into the formation of pituitary gland hormones. It is involved in the synthesis of some neurotransmitters. It helps in the metabolism of iron, fat, folic acid. The body rids itself of toxins and heavy metals, and the symptoms of its deficiency are: General symptoms: feeling tired when making the slightest effort and does not go away with rest, weak resistance to infection. Joint pain and difficulty in healing

9. Eating habits

Habit is a manifestation of repetitive behavior by a certain person automatically [53] defines food habits as all practices related to dealing with a particular food, in terms of its classification, preparation, eating, storage and disposal of the remainder of it, whereas [54] define it as a set of behaviors used in choosing food, related to the methods of preparation, cooking, serving, eating, preserving and related trends such as (the shape and types of foods eaten by the rich, the poor, the sick or the lactating women). Intended from childhood. Food habits include what is healthy or healthy, and some are unhealthy or harmful, both of which affect the health of individuals. Improper eating habits are a person's tendency to certain types of food, his familiarity with certain ways of cooking and eating it, and the types of drinks taken with him, or his reluctance to eat some foods of high nutritional value because of their association with punitive problems in childhood or the inability to buy them [55]. Improper eating habits are prevalent among children at an early age, and it is one of the negative factors affecting their nutritional status, causing various disorders as a result of a lack or excess of nutrients, or an imbalance and that the signs and symptoms of these disorders may be simple transient or may lead to Deadly diseases

[56]. The study of [57] clarified that it is not necessary for malnutrition to be a result of poverty and lack of food, as it may be the result of wrong nutritional practices, lack of knowledge of the basics of nutrition as well as chronic diseases. The process of changing dietary habits is one of the most difficult and complex processes, and this can only be done by developing an integrated nutritional policy, and nutritional education has a key role in it.

10. Malnutrition diseases

Malnutrition diseases are due to errors in the quantity or quality of food consumed that result in an imbalance in the balance of nutrients in the body because the body does not get enough in a particular food element or as a result of excessive intake of another food element. Its causes include: weak purchasing power of the consumer, eating unbalanced food due to lack of nutritional awareness, treating food in such a way that it loses most of its nutritional value, lack of appetite as in sick or psychological cases, lack of the amount of food consumed in relation to energy and not obtaining an adequate amount of food and this is called bad Primary nutrition, and it may be due to an imbalance in the body as a result of a group of overlapping factors that cause the body to not benefit from the elements of food despite its availability in appropriate quantities and good qualities. Its causes include: the inability to eat due to a defect in the back of the mouth, the inability to benefit from food, a defect in the digestive processes, a defect in the absorption of fat and protein, a defect in the metabolic processes, the incidence of some diseases such as tuberculosis and esophageal varices, and it is called secondary malnutrition [58]. Malnutrition also occurs due to ignorance of choosing the appropriate food, and false information and beliefs that are passed down through generations [59].

11. Gifted people

The gifted and the talented are the real wealth of their societies, and they are their treasures and the richest resources at all. On their minds, creativity and inventions, hopes are placed in facing challenges and solving dilemmas and problems that confront the national development process, and in pioneering future prospects, modernizing and developing these societies, achieving progress and building their civilization. Therefore, the interest in discovery has become Early and integrated care for them with the aim of developing their distinguished preparations, and investing their energies to the fullest possible degree is an urgent necessity imposed by progress and rapid changes in various

walks of life as necessitated by this conflict and intense competition between groups, institutions, states, and various blocs in the scientific, technological, economic and military fields [60]. Many definitions have emerged that clarify what is meant by the gifted child, some of those definitions focused on mental ability, while others focused on high academic achievement, while some focused on aspects of creativity, and personal and mental characteristics or traits. A talented person, as defined by [61], is that individual who is characterized by a high mental ability if his IQ is more than 130, and he is also characterized by a high ability to creative thinking. And Renzulli defines him as that individual who shows a high mental capacity for creativity, and the ability to commit to performing the tasks required of him [62]. The gifted child is characterized by being aware of his surroundings and what is going on around him and often responds to his surroundings, by different means and methods. His cognitive abilities are high in terms of his ability to memorize and store a huge amount of information and the extraordinary ability to process information and see the relationships between ideas and topics, which increases the chances of moral maturity. In general (Clark, 1992) [63-64] mentions that the talented person is that individual who shows outstanding performance compared to the age group to which he belongs - in one or more of the following dimensions:

- High mental ability (where the IQ is more than one standard deviation or two standard deviations from the average intelligence).
- High creative ability.
- The ability to achieve high academic achievement.
- The ability to perform distinguished skills (distinguished talents) such as technical, mathematical or linguistic skills....., etc
- The ability to persevere, commitment, high motivation, flexibility, independence...etc. (As personality traits - mentality that distinguishes the gifted from others).

The results of many research and studies have revealed that talents can be wasted, and manifestations of excellence can wither and extinguish, and may take an anti-social path if they are ignored or neglected, and lack opportunities for refinement, training, excitement, challenge and development. Therefore, the states parties to the Convention on the Rights of the Child - the United Nations General Assembly agreed that "the education of the child shall be directed towards developing his personality, talents, and mental and physical abilities to their fullest potential (Article 29-1-a, November 1989). [65] and confirms [66]

The gifted suffer from neglecting their self-needs represented in the necessity to take care of temperamental traits and characteristics indicative of superiority, and this generates for them frustration, psychological pressure, loneliness, conflict, tension and loss of enthusiasm to highlight their talent. Some misconceptions have emerged about the physical characteristics of the gifted, which are summarized in poor physical growth, slenderness, etc., but recent studies on the physical characteristics of the gifted have indicated the opposite. susceptible to diseases compared to individuals of similar chronological age, and it is not necessary that these characteristics apply to every gifted child, as it must be expect individual differences between the gifted even in their physical characteristics, and from studies that have proven the superiority of the gifted in their physical characteristics over the ordinary, [64-66] agrees with [67] that excellence or “brilliance in itself does not lead to excellence in physical health or mental health, because the differences between the superior and the ordinary in this aspect are due to the conditions in which the superior usually live.” What is better than those conditions in which ordinary people live, as a large percentage of the superiors belong to small families, and have a higher socio-economic level than the average. The prevailing belief was that the gifted can find his way on his own without the need for guidance, care and attention, as he can overcome his problems and pass the difficult situations he is going through because he is talented. 135 degrees, and that a number of them suffer from psychological, educational and social problems, some of which may reach the point of depression and suicide [68]. The purpose of early identification and intervention with the gifted does not aim to distinguish between them and their ordinary peers as much as it seeks to reveal their exceptional preparations and extraordinary promising energies, and diversify educational programs and opportunities before them so that each child can find what allows him to develop his energies and talents to the greatest extent of loss society attained. Hence, failure to perform this task results in nothing but the opportunity to invest the best available human resources and qualify them in an appropriate and appropriate manner to provide their high contributions in various fields for the benefit and good of the talented themselves, their societies and humanity as a whole, as the talented are the distinguished elite [65]. Therefore, attention came to identifying nutritional culture and the sources of this culture among talented female students in the middle stage, because of the impact of food and proper nutrition on the physical, health, mental and

psychological aspects of people in general, and attention was paid to the gifted in particular because they are the nation’s hopes in the present and the future, and since the sound mind in A healthy body was the subject of this research interest in nutritional culture and its sources for talented people.

12. Previous studies

The authors of [69] aimed at identifying the behavioral habits and nutritional practices of gifted female students in the primary stage and suggesting nutritional guidance programs. Significant 0.05, as it was found that more than a third of the sample suffers from anemia, and some dietary habits that have an impact on the general health of the gifted, such as eating nuts and sweets while sitting to watch TV for more than two hours, appeared at 47.3% with a decrease in the practice of physical activities, and it was found that 61.6% of the study sample sometimes depends on themselves in preparing their favorite foods, 56.6% of the gifted students denied that the school provides guidance on how to choose healthy food, drinking milk decreased by 23.9%, and consumption of chicken, fresh fruits and vegetables, fresh dates and honey increased for the majority of the sample [70]. The study was conducted with the aim of identifying some family variables (the economic and social level of the family, the educational level of the parents and their age) on the prevalence of malnutrition (obesity and thinness) among gifted students in three cities of the western region of the Kingdom of Saudi Arabia: Jeddah, The results of the study showed that 94.9% of the research sample had a socioeconomic level between medium and high, while the education of the mother and father was high at a rate of (52.6%, 62.6%), respectively, and without significant differences between the three cities. , which indicates the effect of these two factors on the gifted child, while it was noted that there were statistically significant differences in the amount of daily expenditure for the gifted ($p < 0.001$) between the three cities, and the statistical analysis showed that there were statistically significant differences ($p < 0.001$) in the average length, weight and body mass index. In order to find the effect of some family variables such as parents’ education and age on the apparent malnutrition indicators among the gifted (obesity and thinness), it was found that there is an inverse correlation between the father’s education and the body mass index of the gifted, while the relationship between Positive has appeared between the mother's education level and the height of the gifted, which indicates the effect of the educational level of the parents on the prevalence

of malnutrition among gifted males. While the study of [71] aimed to identify the nutritional status of female students and gifted students in the primary stage in the Makkah region (Makkah, Jeddah, and Taif) by assessing food, eating habits, clinical examinations, anthropometric measurements, and laboratory analyzes. The study sample consisted of 278 gifted women, and the results of the study showed the practice of some good eating habits, eating breakfast 68.3%, and three meals at home 70%. By studying history and dietary preference, it was found that the daily consumption of milk was 79.7%, chicken 62.8%, grains and their products, rice, fruits and fresh green vegetables dates and honey, while the weekly consumption of fish accounted for 46.8%. Statistical analysis of food for the past 24 hours showed that the study sample did not meet its daily needs of vitamins and minerals, which was reflected in the appearance of some clinical symptoms such as hair loss and the appearance of scales around the mouth. There are statistically significant differences between body mass index and gender of the study sample. The results of the study also concluded that most of the study sample members had normal weight and height, with cases of weight gain and loss, and the appearance of some symptoms resulting from the lack of some nutrients such as the B-complex vitamin group, zinc, and iron, and the study sample practiced some wrong habits and behaviors, which must be based on. Conducting more studies to identify the reasons for this to reduce these problems and intensify nutritional programs and nutritional and health awareness to improve their nutritional and health status. Study [39], which aimed to identify the effect of eating habits and family flexibility on the body mass index of gifted students of the eighth and ninth grades in secondary school. The descriptive method was used. The sample consisted of 220 gifted students who were selected by random sampling method. The results showed a correlation between interest in weight and diet, and that total eating habits had a significant relationship with BMI, and the results confirm the more important role of eating habits than family resilience in BMI in gifted students, while the study [72] aimed to study the effect of eating breakfast on the academic performance of young female students in the Emirate of Abu Dhabi. The questionnaire was used to explore the students' breakfast consumption habits. Academic performance was evaluated based on the average score for all subjects in the final exam. The results resulted in: 62 percent of the 130 students did not eat breakfast. The results of the current study indicate that there is a positive correlation between

eating breakfast and students' grades. Regular consumption of breakfast improves students' academic performance, while that of students who skip breakfast often does less well, while the [73] study aimed to reveal the level of health behavior among a sample of gifted and ordinary students in the schools of Ajloun Governorate/Jordan and its relationship to some demographic variables (gender, grade), family economic level and academic achievement. The sample consisted of 230 male and female students (92 from Gifted students) and (138 normal students) were randomly selected from the class. Among the light meals between the main meals of the day, male and female students are not keen to eat vegetables daily, there are no statistically significant differences between the opinions of male and female students in the axis of dietary habits, male and female students' preference for eating while watching television, male and female students not conducting tests for anemia and sugar. By presenting the previous studies, the researcher found the following:

The previous studies that were dealt with used the descriptive approach or the semi-experimental approach or both with us, and the study of dietary habits and practices, malnutrition and the variables affecting it and the effect of eating breakfast on academic performance. While the current research used the qualitative approach and studies the food culture and its sources for talented people.

13. Research Methodology

The qualitative approach is used, the basic explanatory studies approach that focuses on how the research participants perceive and understand the events, processes, and activities they encounter in relation to the research problem under study.

14. Research sample

Participants were selected in the research, using the intentional sampling strategy, and the research was applied to a group of talented female students in the intermediate stage, numbering up to 30 talented female students who are enrolled and constantly attending the Gifted Center in Najran.

15. Data collection tools

Semi-structured in-depth interviews were used as a data collection tool. The in-depth interview takes the individual as a starting point for the research process, and is a special kind of dialogue between the researcher and the interviewee.

16. Interview tools

A guide was prepared for the interview (prepared by the researcher) which is a set of questions that

search for answers to achieve the goal of the research. With a pen and paper to record notes, gestures and handwritten body language during the interview. Interviews were conducted and data were collected during the month of September and October 2021 AD after conducting the initial test of the interview guide and making sure that the questions were clear. All observations and interviews were monitored and the most frequent were taken. After collecting the data from the participants, they were organized according to the similarities immediately after each session, and then analyzed after reading several times, categorized and coded, and compiled the similar coding according to the topics that were discussed during the interviews at the Talent Center in Najran region, then identify the main ideas for each topic and identify the most important points.

17. Results and discussion

The following is a presentation of the results obtained through the collection, tabulation, analysis, classification and coding of the in-depth interview data collected by asking closed questions - open to the research participants, to clarify their nutritional culture:

Answer the first question that states: What are the components of healthy food?

The discussion of the participants in the research began by identifying them with the nutrients in healthy food, and each participant was given an opportunity to review their answer. It was found that 15 participants mentioned that the nutrients in healthy food are fruits, vegetables, grains, protein, dairy, it also answered 3 fruits, vegetables, grains, protein, dairy products, oils and fats. It mentioned 2 carbohydrates, milk and its derivatives, fats, vegetables and fruits, protein, and 3 of the participants agreed that it is sugars, starches, vegetables and fruits, protein, dairy, while 7 of the participants answered that the components of healthy food are proteins, vitamins, mineral salts, carbohydrates, fats and water. It is clear from this that the vast majority did not mention water as a major component of food, and that the majority do not consider it within the healthy food. There is also confusion between food groups and nutrients.

Answer the second question: What are the types of mineral salts?

Five participants mentioned that the mineral salts are divided into a main group (calcium, phosphorous, potassium, sodium, chloride, magnesium, sulfur) and a rare group (bromine, boron, arsenic, aluminum), while 3 mentioned that they are a major group and a medium group of

them. Copper, iron, cobalt, manganese, zinc, selenium, chromium, nickel, iodine), while I mentioned 4 iron, calcium, magnesium, phosphorous, and 4 they mentioned calcium, sodium, potassium, iron. She also answered 6 chlorides, potassium, phosphorous, sodium, and she said 3 I don't know. While the answer was 3 a main group, a medium group, a rare group, and 2 a major and a minor group were mentioned. It is clear from this that the majority of participants know the names of some mineral salts that are frequent in daily life, such as iron, calcium, sodium, potassium, magnesium, phosphorous, regardless of whether they belong to any group, while some participants divided the mineral salts into a main and medium group. And others we divided into a main and a rare group, among 3 participants mentioned a major, medium and rare group, and 2 they mentioned major and minor and do not know examples, while 3 participants have no background on the types of mineral salts.

Answering the third question:

What are the functions and symptoms of deficiency and excess and dietary sources of iron?

What are the functions of iron?

Fifteen of the participants answered that iron is important for the production of hemoglobin, and four helps to regulate body temperature, while I mentioned five the transfer of oxygen to the cells of the body, and three is considered one of the important elements for the health of muscles and joints, four improve brain function, and four I do not know.

What are the symptoms of iron deficiency?

Regarding the symptoms of iron deficiency, she answered 20 anemia, 4 weakness and fatigue, and 3 headache and dizziness, while 3 shortness of breath and palpitations.

What are the symptoms of iron overload?

Most of the participants stated that they did not know the symptoms of excess iron from the body's need, and the rest suggested the possibility of fatigue in the body, and did not specify what it was or in which organ in the body.

What food sources of iron?

Eleven of the participants mentioned that iron is found in leafy vegetables, while I mentioned 6 that it is found in the liver, 3 in legumes and 3 in meat, while 4 they answered in beetroot, and 2 in chocolate, while 1 I don't know. It is clear from this that half of the participants are aware that iron is

important for the production of hemoglobin (red blood cells), but all participants did not know that iron helps in the manufacture of substances that transmit nerve signals, in the manufacture of collagen. The formation of nucleic acids, DNA, RNA. It also enters into the production of antibodies and the disposal of toxic drugs in the liver. We also find that the majority know that anemia indicates iron deficiency, while the rest of the participants mentioned other symptoms that indicate anemia, such as weakness and headache, while all participants have no knowledge of other symptoms of iron deficiency such as dry skin, digestive disorders, brittleness, flat nails, inflammation and painful cracks in the corners of the mouth. Delayed mental development, loss of appetite and difficulty swallowing. Most of the participants stated that they did not know the symptoms of excess iron about the body's need, and the rest suggested the possibility of fatigue in the body and did not specify what it was or in which organ in the body. Whereas, the accumulation of iron in tissues and muscles leads to the production of free radicals, damage to the heart, liver, gonads and pancreas, and then diabetes, and it is called bronze and hypercoloration. In addition, the majority know one source of iron in different ways, and they do not know multiple sources as food alternatives.

Answering the fourth question:

What are the functions and symptoms of deficiency and excess and food sources of calcium?

What are the functions of calcium?

Twenty-six participants answered that calcium is good for bones and teeth, 4 helps prevent osteoporosis.

What are the symptoms of calcium deficiency?

Fifteen participants reported an increased likelihood of fractures and osteoporosis, 10 dental problems, 5 severe fatigues.

What are the symptoms of excess calcium?

Some posts have mentioned fatigue as self-evident while most don't.

What food sources of calcium?

The answer of 21 of the participants was milk and its products, 3 white beans, 4 soybeans, 2 I don't know. We conclude from this that the participants know the function of calcium for the skeletal system only, while it has other functions that help in blood clotting, improving the permeability of

cell membranes, regulating muscle contraction, transmitting nerve stimuli and activating enzymes, calming the nerves and maintaining the internal balance between alkalis and acids. The majority also mentioned that the effect of calcium deficiency is focused on the skeleton, whether fracture, fragility or dental problems. While it has other symptoms such as rickets in children, cramping, brittle nails, insomnia. As for the symptoms of excess calcium, the majority do not know. Also, the majority of participants know that milk is a source of calcium, while there are other important and available sources such as sesame.

Answering the fifth question:

What are the functions and symptoms of deficiency and excess and food sources of magnesium?

What are the functions of magnesium?

Sixteen of the participants mentioned that it is useful in the formation of bones and teeth, 7 bone health and 7 I do not know.

What are the symptoms of magnesium deficiency?

And she answered 13 problems in the bones and teeth, while 5 a feeling of insomnia and the rest of the participants do not know. A large percentage do not know the symptoms of deficiency, although it leads to clear symptoms that reach convulsions and heart rhythm disturbances.

What are the symptoms of excess magnesium?

They do not know the symptoms of excess magnesium in the body, and this can be due to an increase rarely occurring.

What are the sources of magnesium?

Eighteen reported that magnesium is in legumes, while 3 answered in nuts, and the rest is unknown. It is clear that the participants do not know about the functions of magnesium except what is related to the bones and teeth, while it has other functions such as transmitting nerve signals, it is involved in the installation of enzymes that affect the building and demolition functions of protein and carbohydrates, it enters the composition of nucleic acids and affects the functions of the heart muscle. Also, the symptoms of deficiency are known to be related to the bones and teeth or the feeling of insomnia, while about a third of the participants do not know. While they have no idea about the symptoms of excess magnesium in the body, this can be due to an increase rarely occurring. They

only know two sources of magnesium, which are legumes and nuts.

Answer the sixth question:

What are the functions and symptoms of deficiency and excess and food sources of zinc?

What are the functions of zinc?

Forteen of the participants answered that it is important for immunity, 6 metabolism, 3 aiding wound healing, and 7 sense of taste and smell.

What are the symptoms of zinc deficiency?

Ten of the participants stated that zinc deficiency leads to skin problems, while they answered 5 leads to hair loss, while 3 taste problems and the rest of the participants do not know

What are the symptoms of excess zinc?

The majority of participants agreed that excess zinc leads to a feeling of fatigue.

What are the food sources of zinc?

Thirteen I mentioned that it is found in poultry and red meat, 4 dairy products, while 5 eggs and 8 I don't know. It is clear from the above that each group of participants knows one function of zinc (important for immunity, metabolism, wound healing, taste and smell) and for the symptoms of zinc deficiency, we find that more than a third of the participants do not know, and that it is found in poultry, red meat, dairy products and eggs, while 8 Posts do not know.

Answer the seventh question:

What are the types of vitamins?

The answer was 7 Vitamin C, A, D, E, and K. and (6) vitamins A, C, and D while 10 fat-soluble vitamins and water-soluble vitamins, and 4 Vitamin C, A, D, B12, K, and 3 Vitamin A, B, C

We conclude from the above that one-third of the participants know that vitamins are divided into fat-soluble and water-soluble, while the rest know the names of some vitamins.

Answering the eighth question:

What are the functions and symptoms of deficiency and excess and the food sources of vitamin A?

What are the functions of vitamin A?

Twenty of posts mentioned that it is necessary to consider, 5 bone formation 3 skin health 2 I don't know

What are the symptoms of vitamin A deficiency?

Seventeen of the participants confirmed night blindness, 4 dry skins, 6 bone weakness, 3 I don't know

What are the symptoms of excess vitamin A?

The vast majority do not know.

What are the food sources of vitamin A?

The most important sources of this vitamin are as mentioned by 8 of the participants carrots, 3 sweet potatoes, 4 milk, 2 egg yolks 4 liver, 5 mangoes, 2 vegetables. As for the functions and symptoms of deficiency and excess, and the food sources of vitamin A, it became clear that two thirds of the participants knew that it was necessary for vision, and that its deficiency causes night blindness, while the vast majority of them do not know the symptoms of an excess of the vitamin. As for the food sources, they are carrots, sweet potatoes, milk, egg yolk Liver, mango, green vegetables.

Answer the ninth question:

What are the functions and symptoms of deficiency and excess and the food sources of vitamin B12?

What is the function of vitamin B12?

Sixteen the formation of red blood cells, 3 the prevention of headaches, 4 it is important for nerves, and there is a large percentage of participants who do not know.

What are the symptoms of vitamin B12 deficiency?

She answered 5 lethargy, dizziness and laziness, 4 headache, 5 general weakness, 3 lack of concentration 6 anemia.

What are the symptoms of excess vitamin B12?

The vast majority of posts do not know. Participants attributed anemia to iron deficiency or lack of vitamin B12 or vitamin C in the meal

What are the harms of anemia?

From the participants' point of view, the damages of anemia are constant tiredness and exhaustion, and the inability to carry out routine daily tasks. It is clear that the participants attributed anemia to iron deficiency or lack of vitamin B12 or vitamin C in the meal only, and the damages of anemia are represented in constant fatigue and exhaustion and the inability to carry out routine daily tasks.

The answer to the fourteenth question:

What are the methods of prevention and treatment of malnutrition diseases (obesity - anemia)?

With regard to methods of prevention and treatment of obesity, the participants mentioned healthy eating and not overeating. As for methods of prevention and treatment of anemia, the answer was to eat foods containing iron, vitamin B12 and vitamin C. The answer to the fifteenth question:

What are the eating habits that you follow in your day?

The food habits that a person follows in his day are many, but the focus here is on some of them, namely:

- I eat breakfast at home before going to school, so I mentioned 13 of the participants buy breakfast from the school canteen, while 7 of the participants eat breakfast daily at home, 5 eat breakfast for two days, while 3 eat breakfast for three days per week and 2 four days per week.
- I eat fruits and vegetables, 12 of the participants eat them once a week, while 4 eat them for four days, 6 eat them for three days, 3 eat them for two days, while 5 eat fruits and vegetables daily.
- I drink soft drinks: 19 of the participants mentioned that they drink soft drinks daily, 4 four times a week, 5 three times a week, while 2 once a week.
- I eat fast food: 20 of the participants confirmed that they eat fast food daily, 3 four times a week, 4 three times a week, 3 twice a week.
- I eat dinner: 10 of the participants answered that they eat dinner daily, 5 four times a week, 7 three times a week, 3 twice a week, while 5 do not eat dinner.

We conclude from this that most of the participants depend on eating breakfast from the school canteen, and more than a third of the participants eat fruits and vegetables once a week, while the majority consume soft drinks and fast food daily, while a third of the participants eat dinner. That is why they urgently need to modify their eating habits through the programs intended for those who are interested in them, as well as the nutritional courses so that these habits do not become with them in the later stages of life.

Answer the sixteenth question: What are the sources of your nutritional information?

Posts were asked to know your nutritional information from whom? With the possibility of citing more than one source, it stated 20 from the mother, 18 from social networking sites, 10 from academic courses, 8 personal experience, 7 sisters,

6 friends, 11 television, 5 relatives. It is clear from this that the mother ranked first as a source from which the gifted derives her nutritional information, followed by social networking sites, while television came in the third place, while the academic courses came in the fourth place, followed by personal experience, while the sisters were in the sixth place, and friends They were ranked seventh, then relatives, while there was no mention of the participation of a nutritionist or courses in nutrition. Therefore, their mothers must be taken care of by providing them with the correct nutritional information as well as social networking sites. Commenting on the results: It is clear from the above that the nutritional culture of talented women is somewhat low and they need more support and nutritional awareness. This result is consistent with the results of the study [74] the low level of nutritional awareness among students of the Faculty of Physical Education at An-Najah University, [75] indicated the low nutritional awareness and nutritional culture among the students of the Faculty of Physical Education. It also became clear that the female students have low knowledge of food sources of vitamins and salts, as well as the harms of their deficiency and excess, and that the majority depend on eating breakfast from the school canteen, and they do not eat fresh fruits and vegetables. Regularly with [69, 72]. It also became clear that the mother comes at the forefront of nutritional information sources for talented people, and this differs with the study of Al-Nader (2019), which showed that the Internet is the most influential source

18. Recommendations and suggested research

First: Recommendations

In light of the results of the study, some recommendations can be made:

- Inclusion of food culture in the curricula at all educational levels.
- Guidance, guidance and distribution of guidance brochures to raise awareness of proper nutrition
- Activating the role of the nutritionist in all schools and centers for the gifted and ordinary students.
- Educating talented women about healthy eating habits.
- Spreading nutritional awareness among talented mothers by conducting courses and seminars for them.
- Supporting social media and the media with correct nutritional information.

- Conducting more research on the nutritional culture of talented women and their eating habits.

Second: The proposed research

- Identifying the nutritional culture of talented people in the Najran region, Kingdom of Saudi Arabia.
- Studying the relationship between food and talent.
- Conducting educational programs for people with special needs to develop awareness of food culture

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